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VIEWPOINT

WORKBOOK

2

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Lesson A Grammar Avoiding repetition 1

A Complete the sentences with the words in the box. Use each word at least once.

am did do doesn't haven't

- I'm following in my siblings' footsteps. They're working hard for their degrees, and now I _____, too.
- My coworker is thinking about getting a different job – as I _____. We both think it's time for a career change.
- I've always loved new experiences and new adventures, but my best friend _____. She prefers to stay at home and read about other people's adventures.
- Since I had children, I haven't taken many risks in my life. My friends _____, either – we're all comfortable with how our lives are right now.
- I want to plan a trip to go whitewater rafting next year – my friends _____, too. I really hope the plan works out, and I know they _____, too.
- I've always dreamed of becoming a professional musician. When he was younger, my brother _____, too, but he ended up becoming a lawyer. These days, he only plays his guitar for his own enjoyment.

B Complete the sentences with auxiliary verbs.

- My classmates think it's a good idea to get some work experience before they graduate. I _____, too.
- My sister and I decided to travel all over Europe by train last fall. She worked extra hours before our vacation so we'd have enough money. I _____, too.
- Have you seen the new exhibit at the museum? I haven't seen it yet, but my friend _____. She said it's amazing.
- Some of my classmates are struggling to complete their required courses for graduation – they're finding it tough, as I _____.
- I wanted to go hiking yesterday, but my friend _____. I'm going to ask my cousin to hike with me today. I don't know if he likes hiking. Hopefully he _____.
- My parents have applied for a visa to emigrate to Australia, but I _____. They really want to go soon, but I _____. I have too many friends here.

About
you





C Compare yourself with a friend or family member. How are your interests and daily lives the same or different?

For example: *I've done a lot of traveling around the world, but my brother hasn't.*

Lesson B Vocabulary Favorite books

A Read the blog post. Circle the best option to complete the sentences.

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Share


USE YOUR OWN EXPERIENCES IN TEACHING

As an elementary school teacher, I always try to think back to my own school days before I hand out an assignment. I believe that we aren't just teaching kids reading, or math, or science – we're teaching them life skills.

Here is one memory of my school days that really **gets your head around / sticks in my mind**. In the fourth grade, my teacher told us to pick our favorite poem and **learn it by heart / lose your train of thought**. Honestly, I don't know many fourth graders that even have a favorite poem. But I chose Robert Frost's *Birches*, which is really long. There I was, ready to recite the poem, and all of a sudden I just froze. **It was on the tip of my tongue / It was beyond me**, but I just couldn't remember how it started. Eventually I remembered and recited the whole poem. And I've remembered it ever since. I can recite that poem today **come to grips with / off the top of my head**.

I know my students don't really **see the point / come to mind** of reciting poetry, especially if they **can't make head or tails of / stick in their mind** what they are saying. However, I feel like I really **learned by heart / got something out of** that activity when I was in school. At the time, I was terrified, but with each new poem I recited, I gained a bit more confidence.

It may have been a rough start, but my fourth grade teacher unwittingly paved the way for my career. Even when I **lose my train of thought / see the point**, I have no fear standing in front of a class now.



About
you

B Complete the sentences with your own ideas.

1. It's beyond me why _____.
2. Something that really sticks in my mind is _____.
3. _____ always comes to mind when I think about my childhood.
4. I can't really see the point of _____.
5. One thing I can't come to grips with is _____.
6. It's easy to lose your train of thought when _____.
7. It's very rewarding when you can get your head around _____.
8. I've never learned _____ by heart.
9. _____ is something that I can never make heads or tails of.
10. Whenever I answer a question off the top of my head without thinking about it, _____.

Lesson B Grammar Avoiding repetition 2

A Read the conversations. Delete words or replace them with *one / ones*, where possible, to avoid repetition. Sometimes more than one answer is possible.

1. **A** Do you ever read plays?
B Yes, sometimes. The old Greek tragedies are the plays I like most.
2. **A** Did you read *To Kill a Mockingbird* in English class?
B No, our professor said we were supposed to read *To Kill a Mockingbird*, but then we didn't have time.
3. **A** We're studying the poetry of Pablo Neruda in literature class. Have you read any of his poetry?
B Yeah. I love it. I memorized his poetry to recite in my poetry class once.
4. **A** Do you ever read gossip magazines?
B Well, I prefer not to read them, but sometimes if I'm waiting at the doctor's office I might look at a gossip magazine.
5. **A** My English teacher writes novels. Her last two were published.
B Yes, I know her novels. I think her more recent novel is much better than her first novel.
A Yeah, I agree. Actually, she's working on a new novel now.

B Read the conversation. Delete words or replace them with *one / ones*, where possible, to avoid repetition. Sometimes more than one answer is possible.

- A** I need something to read. Have you read anything good lately?
B Well, I've been reading a lot of crime novels lately. You can borrow a crime novel if you like. Do you want to borrow a crime novel?
A Thanks, but I don't like to read books about murders. I generally prefer not to read books about murders, or I get nightmares.
B OK. How about a classic like *Great Expectations*?
A Yeah, that sounds good. I've never read that classic, and I've always wanted to read that novel.
B We read it in our literature class a few years ago. Well, actually, we were supposed to read it, but I watched the movie instead.
A You did? That's funny. There are so many movies of the classics nowadays. But usually I don't watch the movie until after I've read the book, or at least I try not to watch the movie until I've read the book. Usually the books are better.
B Yeah. I have to say I usually prefer the movie. Anyway, take *Great Expectations*. Or I have some Shakespeare plays, too. I think I have most of his plays. Here, take that Shakespeare play, *Romeo and Juliet*, or *Hamlet*. You can borrow both plays if you like. I hope *Hamlet* doesn't give you nightmares, though!
A OK. Thanks.

About
you

C What kinds of books do you read? Who is your favorite author? Do you like all of his or her books? Has your taste in books changed over the years?

Lesson C Conversation strategies

- A Complete the conversation. Use the verbs in the box and add the auxiliary verbs *do* to add emphasis.**

appreciate feel make need think

Tamara So, Carolina, how do you like your e-reader?

Carolina Well, I have to say I _____¹ not having to carry books anymore. And I have much more room in my purse, that's for sure.

Tamara I know. I like mine, too. But it _____² a bit strange, you know, not turning the pages.

Carolina Is yours an older one? Like, is it in black and white? This one's in color, and it _____³ a difference – especially if you're reading magazines and stuff.

Tamara Oh, yeah, I bet. I _____⁴ a new one, actually. But you know what I like best? If I run out of things to read when I'm traveling, I can just download something.

Carolina I know. I have to say though, I haven't figured out all the functions on it yet. I _____⁵ they could be easier to navigate. Like, I deleted a book the other day when I was just trying to bookmark something.

Tamara You'll get used to it soon enough.



- B Complete the conversation with *if so* or *if not*.**

Teacher OK, class, good luck with your papers, and remember, if you quote from someone's work, the references must be accurate. _____¹, you'll be penalized and get a lower grade.

Student Um, can I reference Internet blogs in my paper? And _____², what is the correct way to do that?

Teacher You may, but in my view simply restating one blogger's ideas is a weak, _____³ pointless thing to do. I want to see evidence that you have consulted real authorities. As to the second question, do you have the college style guide? _____⁴, you'll find all referencing information there. _____⁵, you can access it on my website.

About
you

- C Complete the conversations with *if so*, *if not*, or write the auxiliary verbs *do* or *does* to add emphasis where possible. Then answer with your own information.**

1. *A* Do you use social media sites a lot? And _____, what do you use them for?

B Yes, I _____ spend a lot of time on social media sites, catching up with news. And I read a lot of blogs, too. Blogs really _____ give everyone a chance to express their point of view.

2. *A* My friend just submitted a story to a publisher. She's hoping they'll publish it but _____, she'll have to find another way to get it published. Any thoughts?

B Well, she could publish it herself online. I mean it _____ take a little effort, but it works for some authors.

Lesson D Reading Dallas Poetry Slam – FAQs

A Prepare What do you know about poetry slams? Check the statement you think is true. Then read the website and check your answer.

1. They are non-competitive. _____
2. They are for professional writers only. _____
3. They combine the talent for writing poetry and performing. _____

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Dallas POETRY SLAM – FAQs¹

- What is poetry slam?**
 Simply put, poetry slam is the competitive art of performance poetry. It puts a dual emphasis on writing and performance, encouraging poets to focus on what they're saying and how they're saying it.
- What is a poetry slam?**
 A poetry slam is a competitive event in which poets perform their work and are judged by members of the audience. Typically, the host or another organizer selects the judges, who are instructed to give numerical scores (on a 0 to 10 or 1 to 10 scale) based on the poets' content and performance.
- Who gets to participate?**
 Slams are open to everyone who wishes to sign up and can get into the venue. Though everyone who signs up has the opportunity to read in the first round, the lineup for subsequent rounds is determined by the judges' scores. In other words, the judges vote for which poets they want to see more work from.
- What are the rules?**
 Each poem must be of the poet's own construction. Each poet gets three minutes (plus a 10-second grace period) to read one poem. If the poet goes over time, points will be deducted from the total score. The poet may not use props, costumes, or musical instruments. Of the scores the poet receives from the five judges, the high and low scores are dropped, and the middle three are added together, giving the poet a total score of 0–30.
- How does it differ from an open mike² reading?**
 Slam is engineered for the audience, whereas a number of open mike readings are engineered as a support network for poets. Slam is designed for the audience to react vocally and openly to all aspects of the show, including the poet's performance, the judges' scores, and the host's banter.
- What can the audience do?**
 The official MC spiel of Poetry Slam, Inc., encourages the audience to respond to the poets or the judges in any way they see fit, and most slams have adopted that guideline. Audiences can boo or cheer at the conclusion of a poem, or even during a poem.
- What kind of poetry is read at slams?**
 Depends on the venue, depends on the poets, depends on the slam. One of the best things about poetry slam is the range of poets it attracts. You'll find a diverse range of work within slam, including heartfelt love poetry, searing social commentary, uproarious comic routines, and bittersweet personal confessional pieces. Poets are free to do work in any style on any subject.
- How do I win a poetry slam?**
 Winning a poetry slam requires some measure of skill and a huge dose of luck. The judges' tastes, the audience's reactions, and the poets' performances all shape a slam event, and what wins one week might not get a poet into the second round the next week. There's no formula for winning a slam, although you become a stronger poet and performer the same way you get to Carnegie Hall — practice, practice, practice.

SOURCE: Poetry Slam, Inc.

¹FAQs frequently asked questions

²open mike a live show where audience members get up on stage, take the mike (= microphone), and perform



VIEWPOINT

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CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	VIEWPOINT 1
C1	VIEWPOINT 2

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